

VIDEO GROUP PROJECT IN INTENSIVE LISTENING CLASSES: STUDENTS' PERCEPTIONS

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ABSTRACT

Video group project is one of many project-based learning (PBL) implementations which involves the use of technology, collaborative, and cooperative learning. As one of the learning activity alternatives, the project is implemented in an Intensive Listening class of English Language Education Program of Universitas Kristen Satya Wacana (ELEP-UKSW). This study was intended to investigate students' perceptions towards the project, precisely their perceptions towards the advantages, the disadvantages, and the emergence of language skills integration during the project. The participants of this study were 47 students who have taken the Intensive Listening course and have done the video group project. The instruments used were open-ended questions in the form of questionnaires and semi-structured interviews. The participants answered some questions related to the research questions. Then, the researcher involved three participants in doing follow-up interviews based on written responses to the questionnaires. Through qualitative-thematic analysis, the data revealed that the participants considered content analysis skill and intrapersonal skill improvement as the highly mentioned advantages of the video group project. Acting and video editing skills were viewed giving the most contribution to the project negative washback. The respondents could also recognize the presence of language skills integration throughout the project. Hopefully, the findings of this study can provide pedagogical views, references, and insights for EFL teachers and course designers in implementing video group project to language classes.

Key Words: *video group project, PBL, perceptions*